

AMENDED IN SENATE MAY 4, 2005  
AMENDED IN SENATE APRIL 21, 2005

**SENATE BILL**

**No. 1072**

**Introduced by Senator Simitian**

February 22, 2005

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An act to amend, repeal, and add Sections 406, 41530, 41531, 44305, 44308, 44383, 44386, 44393, 44503, 44507, 52272, 99220, 99221, 99222, 99223, 99224, 99225, and 99226 of, to amend, renumber, and repeal Section 44731 of, to add and repeal Section 44730 of, and to repeal Sections 44505, 44506, and 99227 of, the Education Code, relating to teacher development.

LEGISLATIVE COUNSEL'S DIGEST

SB 1072, as amended, Simitian. Professional development block grant consolidation.

Existing law establishes various grant programs designed to promote the development of teachers in specific areas. Existing law establishes the professional development block grant, composed of funding from and for specified existing categorical education programs. Existing law requires the Superintendent of Public Instruction to apportion block grant funds to a school district based on the number of certificated teachers employed by the school district in the immediately prior fiscal year. Existing law authorizes a school district to expend these funds if it provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, expending at least an amount that is equal to the proportion that funding calculated pursuant to the existing Mathematics and Reading Professional Development Program. Existing law requires that the amount of block grant funding

a school district receives be adjusted for inflation, as specified, and for growth, as measured by the regular average daily attendance used for the second principal apportionment.

This bill would consolidate the funding for many of those programs within the professional development block grant.

The changes made by the bill would become operative on July 1, 2006.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 406 of the Education Code is amended  
2 to read:

3 406. (a) The Regents of the University of California are  
4 requested to authorize the President of the University of  
5 California or his or her designee to jointly develop English  
6 Language Development Professional Institutes with the  
7 Chancellor of the California State University, the Chancellor of  
8 the California Community Colleges, the independent colleges  
9 and universities, and the Superintendent, or their designees. In  
10 order to provide maximum access, the institutes shall be offered  
11 at sites widely distributed throughout the state, that shall include,  
12 but not be limited to, programs offered through instructor-led,  
13 interactive online courses, in accordance with existing state law.  
14 In order to maximize access to teachers and administrators who  
15 may be precluded from participating in an onsite institute due to  
16 geographical, physical, or time constraints, each institute shall  
17 accommodate at least 5 percent of the participants through  
18 existing state approved online instructor-led courses, programs,  
19 or both. The California subject matter projects, an  
20 intersegmental, discipline-based professional development  
21 network administered by the University of California, is  
22 requested to be the organizing entity for the institutes and  
23 followup programs.

24 (b) (1) Commencing in the 1999–2000 academic year, the  
25 institutes shall provide instruction for school teams from each  
26 school participating in the program established pursuant to this  
27 chapter. Commencing in the 2000–01 academic year, the  
28 institutes may provide instruction for school teams serving

English language learners in kindergarten and grades 1 to 12, inclusive. A school team shall include teachers who do not hold crosscultural or bilingual-crosscultural certificates or their equivalents, teachers who hold those certificates or their equivalents, and a schoolsite administrator. The majority of the team shall be teachers who do not hold those crosscultural certificates or their equivalents. If the participating school team employs instructional assistants who provide instructional services to English language learners, the team may include these instructional assistants.

(2) Commencing in July 2000, the English Language Development Institutes shall provide instruction to an additional 10,000 participants. These participants shall be in addition to the 5,000 participants authorized as of January 1, 2000. Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through the English Language Development Institutes shall be specified in the annual Budget Act.

(3) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' reading scores are at or below the 40th percentile on the English language arts portion of the achievement test authorized by Section 60640.

(B) Schools in which a high percentage of pupils score below grade level on the English language development assessment authorized by Section 60810, when it is developed.

(C) Schools with a high number of new, underprepared, and noncredentialed teachers. Underprepared teachers shall be defined as teachers who do not possess a crosscultural or bilingual-crosscultural certificate, or their equivalents.

(D) Schools in which the enrollment of English language learners exceeds 25 percent of the total school enrollment.

(E) Schools with a full complement of team members as described in paragraph (1).

(4) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (C) of paragraph (3).

1 (c) Each team member who satisfactorily completes an  
2 institute authorized by this section shall receive a stipend,  
3 commensurate with the duration of the institute, of not less than  
4 one thousand dollars (\$1,000) nor more than two thousand  
5 dollars (\$2,000), as determined by the University of California.

6 (d) Instruction provided by the institutes shall be consistent  
7 with state-adopted academic content standards and with the  
8 English language development standards adopted pursuant to  
9 Section 60811.

10 (e) (1) Instruction at the institutes shall consist of an intensive,  
11 sustained training period of no less than 40 hours nor more than  
12 80 hours during the summer or during an intersession break or an  
13 equivalent instructor-led, online course and shall be  
14 supplemented during the following school year with no fewer  
15 than 80 hours nor more than 120 hours of instruction and  
16 schoolsite meetings, held on at least a monthly basis, to focus on  
17 the academic progress of English language learners at that  
18 school.

19 (2) Instruction at the institutes shall be of sufficient scope,  
20 depth, and duration to fully equip instructional personnel to offer  
21 a comprehensive and rigorous instructional program for English  
22 language learners and to assess pupil progress so these pupils can  
23 meet the academic content and performance standards adopted  
24 by the State Board of Education. The instruction shall be  
25 designed to increase the capacity of teachers and other school  
26 personnel to provide and assess standards-based instruction for  
27 English language learners.

28 (3) The instruction shall be multidisciplinary and focus on  
29 instruction in disciplines for which the State Board of Education  
30 has adopted academic content standards. The instruction shall  
31 also be research-based and provide effective models of  
32 professional development in order to ensure that instructional  
33 personnel increase their skills, at a minimum, in all of the  
34 following:

35 (A) Literacy instruction and assessment for diverse pupil  
36 populations, including instruction in the teaching of reading that  
37 is research-based and consistent with the balanced,  
38 comprehensive strategies required under Section 44757.

39 (B) English language development and second language  
40 acquisition strategies.

1 (C) Specially designed instruction and assessment in English.

2 (D) Application of appropriate assessment instruments to  
3 assess language proficiency and utilization of benchmarks for  
4 reclassification of pupils from English language learners to fully  
5 English proficient.

6 (E) Examination of pupil work as a basis for the alignment of  
7 standards, instruction, and assessment.

8 (F) Use of appropriate instructional materials to assist English  
9 language learners to attain academic content standards.

10 (G) Instructional technology and its integration into the school  
11 curriculum for English language learners.

12 (H) Parent involvement and effective practices for building  
13 partnerships with parents.

14 (f) It is the intent of the Legislature that a local educational  
15 agency or postsecondary institution that offers an accredited  
16 program of professional preparation consider providing partial  
17 and proportional credit toward satisfaction of the course  
18 requirements to an enrolled candidate who satisfactorily  
19 completes a California English Language Development Institute  
20 program if the program has been certified by the Commission on  
21 Teacher Credentialing as meeting preparation standards.

22 (g) This section does not prohibit a team member from  
23 attending an institute authorized by this section in more than one  
24 academic year.

25 (h) This section shall not apply to the University of California  
26 unless and until the Regents of the University of California act,  
27 by resolution, to make it applicable.

28 (i) This section shall become inoperative on July 1, 2006, and,  
29 as of January 1, 2007, is repealed, unless a later enacted statute,  
30 that becomes operative on or before January 1, 2007, deletes or  
31 extends the dates on which it becomes inoperative and is  
32 repealed.

33 SEC. 2. Section 406 is added to the Education Code, to read:

34 406. (a) The Regents of the University of California are  
35 requested to authorize the President of the University of  
36 California or his or her designee to jointly develop English  
37 Language Development Professional Institutes with the  
38 Chancellor of the California State University, the Chancellor of  
39 the California Community Colleges, the independent colleges  
40 and universities, and the Superintendent, or their designees. In

1 order to provide maximum access, the institutes shall be offered  
2 at sites widely distributed throughout the state, that shall include,  
3 but not be limited to, programs offered through instructor-led,  
4 interactive online courses, in accordance with existing state law.  
5 In order to maximize access to teachers and administrators who  
6 may be precluded from participating in an onsite institute due to  
7 geographical, physical, or time constraints, each institute shall  
8 accommodate at least 5 percent of the participants through  
9 existing state approved online instructor-led courses, programs,  
10 or both. The California subject matter projects, an  
11 intersegmental, discipline-based professional development  
12 network administered by the University of California, is  
13 requested to be the organizing entity for the institutes and  
14 followup programs.

15 (b) Commencing in the 1999–2000 academic year, the  
16 institutes shall provide instruction for school teams from each  
17 school participating in the program established pursuant to this  
18 chapter. Commencing in the 2000–01 academic year, the  
19 institutes may provide instruction for school teams serving  
20 English language learners in kindergarten and grades 1 to 12,  
21 inclusive. A school team shall include teachers who do not hold  
22 crosscultural or bilingual-crosscultural certificates or their  
23 equivalents, teachers who hold those certificates or their  
24 equivalents, and a schoolsite administrator. The majority of the  
25 team shall be teachers who do not hold those crosscultural  
26 certificates or their equivalents. If the participating school team  
27 employs instructional assistants who provide instructional  
28 services to English language learners, the team may include these  
29 instructional assistants.

30 (c) Each team member who satisfactorily completes an  
31 institute authorized by this section shall receive a stipend,  
32 commensurate with the duration of the institute, of not less than  
33 one thousand dollars (\$1,000) nor more than two thousand  
34 dollars (\$2,000).

35 (d) Instruction provided by the institutes shall be consistent  
36 with state-adopted academic content standards and with the  
37 English language development standards adopted pursuant to  
38 Section 60811.

39 (e) (1) Instruction at the institutes shall consist of an intensive,  
40 sustained training period of no less than 40 hours nor more than

1 80 hours during the summer or during an intersession break or an  
2 equivalent instructor-led, online course and shall be  
3 supplemented during the following school year with no fewer  
4 than 80 hours nor more than 120 hours of instruction and  
5 schoolsite meetings, held on at least a monthly basis, to focus on  
6 the academic progress of English language learners at that  
7 school.

8 (2) Instruction at the institutes shall be of sufficient scope,  
9 depth, and duration to fully equip instructional personnel to offer  
10 a comprehensive and rigorous instructional program for English  
11 language learners and to assess pupil progress so these pupils can  
12 meet the academic content and performance standards adopted  
13 by the State Board of Education. The instruction shall be  
14 designed to increase the capacity of teachers and other school  
15 personnel to provide and assess standards-based instruction for  
16 English language learners.

17 (3) The instruction shall be multidisciplinary and focus on  
18 instruction in disciplines for which the State Board of Education  
19 has adopted academic content standards. The instruction shall  
20 also be research-based and provide effective models of  
21 professional development in order to ensure that instructional  
22 personnel increase their skills, at a minimum, in all of the  
23 following:

24 (A) Literacy instruction and assessment for diverse pupil  
25 populations, including instruction in the teaching of reading that  
26 is research-based and consistent with the balanced,  
27 comprehensive strategies required under Section 44757.

28 (B) English language development and second language  
29 acquisition strategies.

30 (C) Specially designed instruction and assessment in English.

31 (D) Application of appropriate assessment instruments to  
32 assess language proficiency and utilization of benchmarks for  
33 reclassification of pupils from English language learners to fully  
34 English proficient.

35 (E) Examination of pupil work as a basis for the alignment of  
36 standards, instruction, and assessment.

37 (F) Use of appropriate instructional materials to assist English  
38 language learners to attain academic content standards.

39 (G) Instructional technology and its integration into the school  
40 curriculum for English language learners.

1 (H) Parent involvement and effective practices for building  
2 partnerships with parents.

3 (f) It is the intent of the Legislature that a local educational  
4 agency or postsecondary institution that offers an accredited  
5 program of professional preparation consider providing partial  
6 and proportional credit toward satisfaction of the course  
7 requirements to an enrolled candidate who satisfactorily  
8 completes a California English Language Development Institute  
9 program if the program has been certified by the Commission on  
10 Teacher Credentialing as meeting preparation standards.

11 (g) This section does not prohibit a team member from  
12 attending an institute authorized by this section in more than one  
13 academic year.

14 (h) This section does not apply to the University of California  
15 unless and until the Regents of the University of California act,  
16 by resolution, to make it applicable.

17 (i) This section shall become operative on July 1, 2006.

18 SEC. 3. Section 41530 of the Education Code is amended to  
19 read:

20 41530. (a) There is hereby established the professional  
21 development block grant. Commencing with the 2005–06 fiscal  
22 year, the Superintendent shall apportion block grant funds to a  
23 school district based on the number of certificated teachers  
24 employed by the school district in the immediately prior fiscal  
25 year.

26 (b) A school district may expend funds received pursuant to  
27 this article for any purpose authorized by the programs listed in  
28 Section 41531, as the statutes governing those programs read on  
29 January 1, 2004, if the school district provides each teacher of  
30 kindergarten or any of grades 1 to 6, inclusive, with opportunities  
31 to participate in professional development activities in reading  
32 language arts/English language development. In providing  
33 teachers of kindergarten and any of grades 1 to 6, inclusive, with  
34 opportunities to participate in professional development activities  
35 in reading language arts/English language development, a school  
36 district shall expend at least an amount that is equal to the  
37 proportion that funding calculated pursuant to Article 3  
38 (commencing with Section 99230) of Chapter 5 of Part 65 bears  
39 to the statewide total amount of block grant funds appropriated  
40 for purposes of this article. For purposes of this article,



professional development in reading language arts/English language development shall be equivalent in rigor to the professional development provided pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65, as that article read on January 1, 2004.

(c) For purposes of this article, “school district” includes a county office of education if county offices of education are eligible to receive funds for the programs that are listed in Section 41531. The block grant of a county office of education shall be based only on those programs for which it was eligible to receive funds in the 2003–04 fiscal year.

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 4. Section 41530 is added to the Education Code, to read:

41530. (a) There is hereby established the professional development block grant. Commencing with the 2005–06 fiscal year, the Superintendent shall apportion block grant funds to a school district based on the number of certificated teachers *and paraprofessionals* employed by the school district in the immediately prior fiscal year.

(b) A school district may expend funds received pursuant to this article for any purpose authorized by the programs listed in subdivision (a) of Section 41531, as the statutes governing those programs read on January 1, 2004, and subdivision (b) of Section 41531, if the school district provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development. In providing teachers of kindergarten and any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, a school district shall expend at least an amount that is equal to the proportion that funding calculated pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 bears to the statewide total amount of block grant funds appropriated for purposes of this article. For purposes of this article,

1 professional development in reading language arts/English  
2 language development shall be equivalent in rigor to the  
3 professional development provided pursuant to Article 3  
4 (commencing with Section 99230) of Chapter 5 of Part 65, as  
5 that article read on January 1, 2004.

6 (c) For purposes of this article, “school district” includes a  
7 county office of education if county offices of education are  
8 eligible to receive funds for the programs that are listed in  
9 Section 41531. The block grant of a county office of education  
10 shall be based only on those programs for which it was eligible to  
11 receive funds in the 2003–04 fiscal year.

12 (d) This section shall become operative on July 1, 2006.

13 SEC. 5. Section 41531 of the Education Code is amended to  
14 read:

15 41531. The professional development block grant shall  
16 include funding apportioned to school districts prior to January 1,  
17 2005, for purposes of the following programs:

18 (a) Staff development as set forth in Article 7.5 (commencing  
19 with Section 44579) of Chapter 3 of Part 25.

20 (b) Teaching as a Priority Block Grant as set forth in Chapter  
21 3.36 (commencing with Section 44735) of Part 25.

22 (c) Intersegmental programs funded pursuant to Item  
23 6110-197-0001 of Section 2.00 of the annual Budget Act.

24 (d) This section shall become inoperative on July 1, 2006, and,  
25 as of January 1, 2007, is repealed, unless a later enacted statute,  
26 that becomes operative on or before January 1, 2007, deletes or  
27 extends the dates on which it becomes inoperative and is  
28 repealed.

29 SEC. 6. Section 41531 is added to the Education Code, to  
30 read:

31 41531. (a) The professional development block grant shall  
32 include funding apportioned to school districts prior to January 1,  
33 2005, for purposes of the following programs:

34 (1) Staff development as set forth in Article 7.5 (commencing  
35 with Section 44579) of Chapter 3 of Part 25.

36 (2) Teaching as a Priority Block Grant as set forth in Chapter  
37 3.36 (commencing with Section 44735) of Part 25.

38 (3) Intersegmental programs funded pursuant to Item  
39 6110-197-0001 of Section 2.00 of the annual Budget Act.

(b) The professional development block grant shall include funding apportioned to school districts for purposes of the following programs:

(1) The California Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2).

(2) Alternative certification programs established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.

(3) The California School Paraprofessional Teacher Training Program (Article 12 (commencing with Section 44390) of Chapter 2).

(4) The California Peer Assistance and Review Program for Teachers (Article 4.5 (commencing with Section 44500) of Chapter 3).

(5) The Education Technology Staff Development Program (Chapter 3.34 (commencing with Section 44730)).

(6) The Education Technology Professional Development Program pursuant to Section 52272.

(7) The California Professional Development Institutes (Article 2 (commencing with Section 99220) of Chapter 5 of Part 65).

(8) The Pre-Intern Teaching Academies.

(c) This section shall become operative on July 1, 2006.

SEC. 7. Section 44305 of the Education Code is amended to read:

44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the department, classroom teachers, school administrators, other

1 school employees, parents, school board members, and  
2 institutions of higher education.

3 (b) The preintern teaching certificate issued by the  
4 commission shall be valid for one year, but may be renewed for  
5 one additional year if the holder takes the appropriate subject  
6 matter examination required under Section 44282 or is enrolled  
7 in a subject matter program approved by the commission on the  
8 basis of standards of program quality and effectiveness pursuant  
9 to Article 6 (commencing with Section 44310). A preintern  
10 teacher who passes the subject matter examination or completes  
11 a subject matter program in the first or second year of his or her  
12 preintern teaching shall enroll in a district or university teaching  
13 internship or other approved university teaching credential  
14 program. A preintern teaching certificate may be renewed for a  
15 third year if the employing school district, the cooperating  
16 college or university, and the preintern support the application  
17 for renewal.

18 (c) The minimum requirements for the preintern teaching  
19 certificate established by the commission shall include all of the  
20 following:

21 (1) A baccalaureate or higher degree conferred by a regionally  
22 accredited institution of higher education.

23 (2) Passage of the basic skills proficiency test as provided for  
24 in Section 44252.

25 (3) The number of units, as set by the commission, for the  
26 multiple subject or single subject preintern teaching certificate.

27 (4) The number of units in education or the number of years of  
28 experience in special education, as set by the commission, for the  
29 education specialist instruction preintern teaching certificate.

30 (d) The commission shall establish criteria for the approval of  
31 preintern teaching programs. The criteria shall include, but are  
32 not limited to, all of the following:

33 (1) Demonstrated need, as indicated by the percentage of  
34 teachers in the district that have not completed basic credential  
35 requirements pursuant to state law.

36 (2) The quality of the preparation, support, and assistance to  
37 be provided to teaching preinterns.

38 (3) Cost-effectiveness, including the number of preinterns to  
39 be served.

1 (4) Collaboration between district administrators and  
2 experienced teachers with permanent status in the development  
3 of the plan.

4 (5) District and college or university collaboration to ensure  
5 availability of courses needed by preintern teachers.

6 (6) Preintern preparation content, including lesson planning,  
7 classroom management and organization, and a schedule for  
8 delivering the preparation, with a focus on beginning the  
9 preparation before or during the first semester of the  
10 preinternship.

11 (7) The role of personnel, including experienced teachers with  
12 permanent status, in the delivery of preintern preparation and  
13 support.

14 (8) That no later than the second year of employment the  
15 program for each preintern shall reflect the California Standards  
16 for the Teaching Profession jointly developed by the commission  
17 and the department.

18 (9) Approval of the district plan by the governing board of the  
19 school district.

20 (e) In establishing criteria for review of preintern teaching  
21 programs pursuant to subdivision (d), the commission shall make  
22 every effort to recognize effective district programs for the  
23 support and development of emergency permit teachers in  
24 operation before July 1, 1998, as meeting the preintern teaching  
25 program criteria.

26 (f) A school district may apply to the commission for funding  
27 under this article. Based on the criteria in subdivision (d),  
28 developed pursuant to the consultation process required by  
29 subdivision (a), the commission shall determine which applicants  
30 are approved for funding. If funds are provided for this act from  
31 the federal Goals 2000: Educate America Act (P.L. 103-227), the  
32 commission shall transmit a list of approved applicants to the  
33 department. The department shall award grants in a timely  
34 manner exclusively to those school districts that the commission  
35 has approved for funding, in the amounts listed, with no school  
36 district receiving more than two thousand dollars (\$2,000) per  
37 preintern employed by the school district.

38 (g) This section shall become inoperative on July 1, 2006, and,  
39 as of January 1, 2007, is repealed, unless a later enacted statute,  
40 that becomes operative on or before January 1, 2007, deletes or

1 extends the dates on which it becomes inoperative and is  
2 repealed.

3 SEC. 8. Section 44305 is added to the Education Code, to  
4 read:

5 44305. (a) The commission may issue a preintern teaching  
6 certificate instead of an emergency multiple subject permit to an  
7 individual employed by a school district approved by the  
8 commission who operates a preintern teaching program pursuant  
9 to this article if the individual meets the minimum requirements  
10 set by the commission.

11 (b) The preintern teaching certificate issued by the  
12 commission shall be valid for one year, but may be renewed for  
13 one additional year if the holder takes the appropriate subject  
14 matter examination required under Section 44282 or is enrolled  
15 in a subject matter program approved by the commission on the  
16 basis of standards of program quality and effectiveness pursuant  
17 to Article 6 (commencing with Section 44310). A preintern  
18 teacher who passes the subject matter examination or completes  
19 a subject matter program in the first or second year of his or her  
20 preintern teaching shall enroll in a district or university teaching  
21 internship or other approved university teaching credential  
22 program. A preintern teaching certificate may be renewed for a  
23 third year if the employing school district, the cooperating  
24 college or university, and the preintern support the application  
25 for renewal.

26 (c) The minimum requirements for the preintern teaching  
27 certificate established by the commission shall include all of the  
28 following:

29 (1) A baccalaureate or higher degree conferred by a regionally  
30 accredited institution of higher education.

31 (2) Passage of the basic skills proficiency test as provided for  
32 in Section 44252.

33 (3) The number of units, as set by the commission, for the  
34 multiple subject or single subject preintern teaching certificate.

35 (4) The number of units in education or the number of years of  
36 experience in special education, as set by the commission, for the  
37 education specialist instruction preintern teaching certificate.

38 (d) The commission shall establish criteria for the approval of  
39 preintern teaching programs. The criteria shall include, but is not  
40 limited to, all of the following:

1 (1) Demonstrated need, as indicated by the percentage of  
2 teachers in the district that have not completed basic credential  
3 requirements pursuant to state law.

4 (2) The quality of the preparation, support, and assistance to  
5 be provided to teaching preinterns.

6 (3) Cost-effectiveness, including the number of preinterns to  
7 be served.

8 (4) Collaboration between district administrators and  
9 experienced teachers with permanent status in the development  
10 of the plan.

11 (5) District and college or university collaboration to ensure  
12 availability of courses needed by preintern teachers.

13 (6) Preintern preparation content, including lesson planning,  
14 classroom management and organization, and a schedule for  
15 delivering the preparation, with a focus on beginning the  
16 preparation before or during the first semester of the  
17 preinternship.

18 (7) The role of personnel, including experienced teachers with  
19 permanent status, in the delivery of preintern preparation and  
20 support.

21 (8) That no later than the second year of employment the  
22 program for each preintern shall reflect the California Standards  
23 for the Teaching Profession jointly developed by the commission  
24 and the department.

25 (9) Approval of the district plan by the governing board of the  
26 school district.

27 (e) In establishing criteria for review of preintern teaching  
28 programs pursuant to subdivision (d), the commission shall make  
29 every effort to recognize effective district programs for the  
30 support and development of emergency permit teachers in  
31 operation before July 1, 1998, as meeting the preintern teaching  
32 program criteria.

33 (f) A school district may operate a preintern teaching program  
34 using funds from the professional development block grant made  
35 available pursuant to Article 5 (commencing with Section 41530)  
36 of Chapter 3.2 of Part 24. No school district may expend for the  
37 preintern teaching program more than two thousand dollars  
38 (\$2,000) per preintern employed by the school district.

39 (g) This section shall become operative on July 1, 2006.

1 SEC. 9. Section 44308 of the Education Code is amended to  
2 read:

3 44308. (a) Funding for the purposes of administering the  
4 program established pursuant to this article is contingent upon an  
5 appropriation in the Budget Act or other act.

6 (b) It is the intent of the Legislature that federal funding  
7 provided to the department and the Commission on Teacher  
8 Credentialing in Item 6110-001-0890 and Item 6360-001-0407  
9 be adjusted to provide direct funding for the Commission on  
10 Teacher Credentialing for the purposes of the Pre-Internship  
11 Teaching Program and the California School Paraprofessional  
12 Teacher Training Program. The Department of Finance shall  
13 make those adjustments using authority of Section 1.50 of the  
14 Budget Act of 1997.

15 (c) If funds are provided for this act from the federal Goals  
16 2000: Educate America Act (P.L. 103-227) and if the provisions  
17 of this article do not meet the requirements of that federal act, the  
18 department shall be held harmless for any fiscal penalty exacted  
19 by the federal government for the expenditures made by local  
20 educational agencies or for state operations.

21 (d) This section shall become inoperative on July 1, 2006, and,  
22 as of January 1, 2007, is repealed, unless a later enacted statute,  
23 that becomes operative on or before January 1, 2007, deletes or  
24 extends the dates on which it becomes inoperative and is  
25 repealed.

26 SEC. 10. Section 44308 is added to the Education Code, to  
27 read:

28 44308. (a) Funding for the purposes of administering the  
29 program established pursuant to this article is contingent upon an  
30 appropriation in the annual Budget Act for the purposes of the  
31 professional development block grant established pursuant to  
32 Article 5 (commencing with Section 41530) of Chapter 3.2 of  
33 Part 24.

34 (b) It is the intent of the Legislature that federal funding  
35 provided to the department and the Commission on Teacher  
36 Credentialing in Item 6110-001-0890 and Item 6360-001-0407  
37 be adjusted to provide direct funding for the Commission on  
38 Teacher Credentialing for the purposes of the Pre-Internship  
39 Teaching Program and the California School Paraprofessional  
40 Teacher Training Program. The Department of Finance shall



1 make those adjustments using authority of Section 1.50 of the  
2 Budget Act of 1997.

3 (c) This section shall become operative on July 1, 2006.

4 SEC. 11. Section 44383 of the Education Code is amended to  
5 read:

6 44383. (a) School districts or county offices of education  
7 operating, or that propose to operate, an alternative certification  
8 program pursuant to this article, may apply to the Commission on  
9 Teacher Credentialing for incentive grant funding that has been  
10 appropriated for the purposes of this article.

11 (b) This section shall become inoperative on July 1, 2006, and,  
12 as of January 1, 2007, is repealed, unless a later enacted statute,  
13 that becomes operative on or before January 1, 2007, deletes or  
14 extends the dates on which it becomes inoperative and is  
15 repealed.

16 SEC. 12. Section 44383 is added to the Education Code, to  
17 read:

18 44383. (a) School districts or county offices of education  
19 operating, or that propose to operate, an alternative certification  
20 program pursuant to this article, may use funding from the  
21 professional development block grant made available pursuant to  
22 Article 5 (commencing with Section 41530) of Chapter 3.2 of  
23 Part 24.

24 (b) This section shall become operative on July 1, 2006.

25 SEC. 13. Section 44386 of the Education Code is amended to  
26 read:

27 44386. (a) From funds appropriated for the purposes of this  
28 article, the Commission on Teacher Credentialing shall award  
29 incentive grants to qualifying school districts or county offices of  
30 education. Each school district or county office of education that  
31 receives a grant shall provide matching funds from any available  
32 source in an amount equal to 50 percent of the cost of the  
33 alternative certification program. Grants shall be awarded by the  
34 commission for the remaining 50 percent of the cost of the  
35 alternative certification program, but in no event shall the grant  
36 amount awarded to any school district or county office of  
37 education exceed two thousand five hundred dollars (\$2,500) per  
38 intern per year, except that the commission may require a lesser  
39 local contribution, or provide a larger grant per intern per year, in  
40 hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305).

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 14. Section 44386 is added to the Education Code, to read:

44386. (a) Each school district or county office of education that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this article shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. The amount of funding provided by a school district or county office of education shall not exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the school district or county office of education may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) This section shall become operative on July 1, 2006.

1 SEC. 15. Section 44393 of the Education Code is amended to  
2 read:

3 44393. (a) The California School Paraprofessional Teacher  
4 Training Program is hereby established for the purpose of  
5 recruiting paraprofessionals to participate in a program designed  
6 to encourage them to enroll in teacher training programs and to  
7 provide instructional service as teachers in the public schools.

8 (b) The Commission on Teacher Credentialing, in consultation  
9 with the Chancellor of the California Community Colleges, the  
10 Chancellor of the California State University, the President of the  
11 University of California, the chancellors of private institutions of  
12 higher education that offer accredited teacher training programs,  
13 and representatives of certificated and classified employee  
14 organizations, shall select 24 or more school districts or county  
15 offices of education representing rural, urban, and suburban areas  
16 that apply to participate in the program. The commission shall  
17 ensure that, at a minimum, a total of 600 school  
18 paraprofessionals are recruited from among the 24 or more  
19 participating school districts or county offices of education. The  
20 criteria adopted by the commission for the selection of school  
21 districts or county offices of education to participate in the  
22 program shall include all of the following:

23 (1) The extent to which the applicant school district or county  
24 office of education demonstrates the capacity and willingness to  
25 accommodate the participation of school paraprofessionals of the  
26 school in teacher training programs conducted at institutions of  
27 higher education.

28 (2) The extent to which the applicant's plan for the  
29 implementation of its recruitment program involves the active  
30 participation of one or more local campuses of the participating  
31 institutions of higher education in the development of  
32 coursework and teaching programs for participating school  
33 paraprofessionals. Each selected school district or county office  
34 of education shall be required to enter into a written articulation  
35 agreement with the participating campuses of the institutions of  
36 higher education.

37 (3) The extent to which the applicant's plan for recruitment  
38 attempts to meet the demand for bilingual-crosscultural teachers.

39 (4) The extent to which the applicant's plan for recruitment  
40 attempts to meet the demand for multiple subject credentialed

1 teachers interested in teaching kindergarten or any of grades 1 to  
2 3, inclusive. For purposes of this paragraph, each  
3 paraprofessional selected to participate shall have completed at  
4 least two years of undergraduate college or university  
5 coursework and shall have demonstrated an interest in obtaining  
6 a multiple subject teaching credential for teaching kindergarten  
7 or any of grades 1 to 3, inclusive.

8 (5) The extent to which the applicant's plan for recruitment  
9 attempts to meet the demand for special education teachers.

10 (6) The extent to which the applicant's plan for recruitment  
11 includes a developmentally sequenced series of job descriptions  
12 that lead from an entry-level school paraprofessional position to  
13 an entry-level teaching position in that school district or county  
14 office of education.

15 (7) The extent to which the applicant's plan for recruitment  
16 attempts to meet its own specific teacher needs.

17 (8) The extent to which the applicant's plan for  
18 implementation of its recruitment program involves participation  
19 in a district internship program pursuant to Sections 44325,  
20 44326, 44327, 44328, and 44830.3 or a university internship  
21 program pursuant to Article 3 (commencing with Section 44450)  
22 of Chapter 3.

23 (c) Each selected school district or county office of education  
24 shall provide information and assistance to each school  
25 paraprofessional it recruits under the program regarding  
26 admission to a teacher training program.

27 (d) (1) The school district or county office of education shall  
28 recruit and organize groups, or "cohorts," of school  
29 paraprofessionals, of no more than 30, and no less than 10, in  
30 each cohort. Cohorts shall be organized to consist of school  
31 paraprofessionals having approximately equal academic  
32 experience and qualifications, as determined by the school  
33 district or county office of education. To the extent possible, the  
34 members of each cohort shall proceed through the same subject  
35 matter and credential programs. The members of each cohort  
36 shall enroll in the same campus and shall be provided by the  
37 school district or county office of education with appropriate  
38 support and information throughout the course of their studies.

1 (2) Each school district or county office of education shall  
2 certify that it has received a commitment from each member of a  
3 cohort that he or she will accomplish all of the following:

4 (A) Graduate from an institution of higher education under the  
5 program with a bachelor's degree.

6 (B) Complete all of the requirements for and obtain a multiple  
7 subject, single subject, or education specialist teaching  
8 credential.

9 (C) Complete one school year of classroom instruction in the  
10 district or county office of education for each year that he or she  
11 receives assistance for books, fees, and tuition while attending an  
12 institution of higher education under the program.

13 (3) To the extent that any participant does not fulfill his or her  
14 obligations, as set forth in paragraph (2), the participant shall be  
15 required to repay the assistance. If a participant is laid off, the  
16 participant may not be required to repay the assistance until the  
17 participant is offered reemployment and has an opportunity to  
18 fulfill his or her obligations under this section.

19 (e) The commission shall contract with an independent  
20 evaluator with a proven record of experience in assessing  
21 career-advancement programs or teacher training programs to  
22 determine the success of the recruitment programs established  
23 pursuant to subdivision (b). The evaluation shall be made on an  
24 annual basis and shall include, but not be limited to, all of the  
25 following:

26 (1) The total cost per person participating in the program who  
27 successfully obtains a teaching credential, based upon all state,  
28 local, federal, and other sources of funding.

29 (2) The economic status of persons participating in the pilot  
30 program.

31 (3) A description of financial and other resources made  
32 available to each recruitment program by participating school  
33 districts or county offices of education, institutions of higher  
34 education, and other participating organizations.

35 (4) The extent to which pupil performance on standardized  
36 achievement tests has improved in classes taught by teachers who  
37 have successfully completed the program, in comparison to  
38 classes taught by other teachers who have equivalent teaching  
39 experience.

1 (5) The extent to which pupil dropout rates and other measures  
2 of delinquency have improved in classes taught by teachers who  
3 have successfully completed the program.

4 (6) The extent to which teachers who have successfully  
5 completed the program remain in the communities in which they  
6 reside and in which they teach.

7 (7) The attrition rate of teachers who have successfully  
8 completed the program.

9 (f) Each selected school district or county office of education  
10 shall report to the commission regarding the progress of each  
11 cohort of school paraprofessionals, and other information  
12 regarding its recruitment program as the commission may direct.

13 (g) No later than January 1 of each year, the commission shall  
14 report to the Legislature regarding the status of the pilot program,  
15 including, but not limited to, the number of school  
16 paraprofessionals recruited, the academic progress of the school  
17 paraprofessionals recruited, the number of school  
18 paraprofessionals recruited who are subsequently employed as  
19 teachers in the public schools, the degree to which the program  
20 meets the demand for bilingual and special education teachers,  
21 the degree to which the program or similar programs can meet  
22 that demand if properly funded and executed, and other effects  
23 upon the operation of the public schools.

24 (h) It is the intent of the Legislature that each fiscal year,  
25 funding for the California School Paraprofessional Teacher  
26 Training Program be allocated to the Commission on Teacher  
27 Credentialing for grants to school districts pursuant to this  
28 section. In no case shall grants to any school district exceed the  
29 equivalent of three thousand dollars (\$3,000) annually per  
30 paraprofessional in the program. Funding for grants to school  
31 districts pursuant to this subdivision, shall be contingent upon an  
32 appropriation in the annual Budget Act.

33 (i) This section shall become inoperative on July 1, 2006, and,  
34 as of January 1, 2007, is repealed, unless a later enacted statute,  
35 that becomes operative on or before January 1, 2007, deletes or  
36 extends the dates on which it becomes inoperative and is  
37 repealed.

38 SEC. 16. Section 44393 is added to the Education Code, to  
39 read:

1 44393. (a) The California School Paraprofessional Teacher  
2 Training Program is hereby established for the purpose of  
3 recruiting paraprofessionals to participate in a program designed  
4 to encourage them to enroll in teacher training programs and to  
5 provide instructional service as teachers in the public schools.

6 (b) A school district or county office of education that uses  
7 funds from the professional development block grant made  
8 available pursuant to Article 5 (commencing with Section 41530)  
9 of Chapter 3.2 of Part 24 for this program shall do all of the  
10 following:

11 (1) Demonstrate a capacity and willingness to accommodate  
12 the participation of school paraprofessionals of the school in  
13 teacher training programs conducted at institutions of higher  
14 education.

15 (2) Enter into a written articulation agreement with the  
16 participating campuses of the institutions of higher education.

17 (3) Encourage paraprofessionals to become  
18 bilingual-crosscultural teachers, multiple subject credentialed  
19 teachers, or special education teachers.

20 (4) Include a developmentally sequenced series of job  
21 descriptions that lead from an entry-level school paraprofessional  
22 position to an entry-level teaching position in that school district  
23 or county office of education.

24 (5) Meet its own specific teacher needs.

25 (6) Operate a district internship program pursuant to Sections  
26 44325, 44326, 44327, 44328, and 44830.3 or a university  
27 internship program pursuant to Article 3 (commencing with  
28 Section 44450) of Chapter 3 or demonstrate why an internship  
29 program shall not be operated.

30 (c) Each selected school district or county office of education  
31 shall provide information and assistance to each school  
32 paraprofessional it recruits under the program regarding  
33 admission to a teacher training program.

34 (d) (1) The school district or county office of education shall  
35 recruit and organize groups, or "cohorts," of school  
36 paraprofessionals, of no more than 30, and no less than 10, in  
37 each cohort. Cohorts shall be organized to consist of school  
38 paraprofessionals having approximately equal academic  
39 experience and qualifications, as determined by the school  
40 district or county office of education. To the extent possible, the

1 members of each cohort shall proceed through the same subject  
2 matter and credential programs. The members of each cohort  
3 shall enroll in the same campus and shall be provided by the  
4 school district or county office of education with appropriate  
5 support and information throughout the course of their studies.

6 (2) Each school district or county office of education shall  
7 certify that it has received a commitment from each member of a  
8 cohort that he or she will accomplish all of the following:

9 (A) Graduate from an institution of higher education under the  
10 program with a bachelor's degree.

11 (B) Complete all of the requirements for and obtain a multiple  
12 subject, single subject, or education specialist teaching  
13 credential.

14 (C) Complete one school year of classroom instruction in the  
15 district or county office of education for each year that he or she  
16 receives assistance for books, fees, and tuition while attending an  
17 institution of higher education under the program.

18 (3) To the extent that any participant does not fulfill his or her  
19 obligations, as set forth in paragraph (2), the participant shall be  
20 required to repay the assistance. If a participant is laid off, the  
21 participant shall not be required to repay the assistance until the  
22 participant is offered reemployment and has an opportunity to  
23 fulfill his or her obligations under this section.

24 (e) Each selected school district or county office of education  
25 shall report to the Superintendent regarding the progress of each  
26 cohort of school paraprofessionals.

27 (f) No later than January 1, 2007, and annually thereafter, the  
28 Superintendent shall report to the Legislature regarding the status  
29 of the program, including, but not limited to, the number of  
30 school paraprofessionals recruited, the academic progress of the  
31 school paraprofessionals recruited, the number of school  
32 paraprofessionals recruited who are subsequently employed as  
33 teachers in the public schools, the degree to which the program  
34 meets the demand for bilingual and special education teachers,  
35 and other effects upon the operation of the public schools.

36 (g) Commencing with the 2006–07 fiscal year, and each fiscal  
37 year thereafter, the school district or county office of education  
38 may use funds from the professional development block grant  
39 made available pursuant to Article 5 (commencing with Section  
40 41530) of Chapter 3.2 of Part 24 to operate the program. In no



1 case shall any school district use more than the equivalent of  
2 three thousand dollars (\$3,000) annually per paraprofessional in  
3 the program.

4 (h) This section shall become operative on July 1, 2006.

5 SEC. 17. Section 44503 of the Education Code is amended to  
6 read:

7 44503. (a) The governing board of a school district that  
8 accepts state funds for purposes of this article agrees to negotiate  
9 the development and implementation of the program with the  
10 exclusive representative of the certificated employees in the  
11 school district, if the certificated employees in the district are  
12 represented by an exclusive representative. In a school district in  
13 which the certificated employees are not represented, the school  
14 district shall develop a Peer Assistance and Review Program for  
15 Teachers consistent with this article in order to be eligible to  
16 receive funding under this article.

17 (b) Functions performed pursuant to this article by certificated  
18 employees employed in a bargaining unit position shall not  
19 constitute either management or supervisory functions as defined  
20 by subdivisions (g) and (m) of Section 3540.1 of the Government  
21 Code.

22 (c) Teachers who provide assistance and review shall have the  
23 same protection from liability and access to appropriate defense  
24 as other public school employees pursuant to Division 3.6  
25 (commencing with Section 810) of Title 1 of the Government  
26 Code.

27 (d) It is the intent of the Legislature that school districts be  
28 allowed to combine, by mutual agreement, their programs of peer  
29 assistance and review with those of other school districts.

30 (e) Not more than 5 percent of the funds received by a school  
31 district for the Peer Assistance and Review Program for Teachers  
32 may be expended for administrative expenses. For the purposes  
33 of this article, administrative expenses shall include expenditures  
34 for the personnel costs of program administration and  
35 coordination, the cost of consulting teacher selection, and  
36 indirect costs associated with the Peer Assistance and Review  
37 Program for Teachers.

38 (f) This section shall become inoperative on July 1, 2006, and,  
39 as of January 1, 2007, is repealed, unless a later enacted statute,  
40 that becomes operative on or before January 1, 2007, deletes or

1 extends the dates on which it becomes inoperative and is  
2 repealed.

3 SEC. 18. Section 44503 is added to the Education Code, to  
4 read:

5 44503. (a) The governing board of a school district that  
6 accepts state funds from the professional development block  
7 grant made available pursuant to Article 5 (commencing with  
8 Section 41530) of Chapter 3.2 of Part 24 for purposes of this  
9 article shall negotiate the development and implementation of the  
10 program with the exclusive representative of the certificated  
11 employees in the school district, if the certificated employees in  
12 the district are represented by an exclusive representative. In a  
13 school district in which the certificated employees are not  
14 represented, the school district shall develop a Peer Assistance  
15 and Review Program for Teachers consistent with this article in  
16 order to be eligible to receive funding under this article.

17 (b) Functions performed pursuant to this article by certificated  
18 employees employed in a bargaining unit position shall not  
19 constitute either management or supervisory functions as defined  
20 by subdivisions (g) and (m) of Section 3540.1 of the Government  
21 Code.

22 (c) Teachers who provide assistance and review shall have the  
23 same protection from liability and access to appropriate defense  
24 as other public school employees pursuant to Division 3.6  
25 (commencing with Section 810) of Title 1 of the Government  
26 Code.

27 (d) It is the intent of the Legislature that school districts be  
28 allowed to combine, by mutual agreement, their programs of peer  
29 assistance and review with those of other school districts.

30 (e) Not more than 5 percent of the funds used by a school  
31 district for the Peer Assistance and Review Program for Teachers  
32 may be expended for administrative expenses. For the purposes  
33 of this article, administrative expenses shall include expenditures  
34 for the personnel costs of program administration and  
35 coordination, the cost of consulting teacher selection, and  
36 indirect costs associated with the Peer Assistance and Review  
37 Program for Teachers.

38 (f) This section shall become operative on July 1, 2006.

39 SEC. 19. Section 44505 of the Education Code is repealed.

40 SEC. 20. Section 44506 of the Education Code is repealed.

SEC. 21. Section 44507 of the Education Code is amended to read:

44507. (a) Subject to the availability of funding in the annual Budget Act, the Superintendent shall contract with an independent evaluator on or before December 15, 2002, to prepare a comprehensive evaluation of the implementation, impact, cost, and benefit of the California Peer Assistance and Review Program for Teachers. The evaluation shall be delivered to the Legislature, the Governor, and interested parties on or before January 1, 2004. As a condition of receiving funding, school districts implementing programs pursuant to this article shall provide data, as requested by the Superintendent, to provide baseline information for the evaluation.

(b) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 22. Section 44507 is added to the Education Code, to read:

44507. (a) Subject to the availability of funding in the annual Budget Act, the Superintendent shall contract with an independent evaluator on or before December 15, 2002, to prepare a comprehensive evaluation of the implementation, impact, cost, and benefit of the California Peer Assistance and Review Program for Teachers. The evaluation shall be delivered to the Legislature, the Governor, and interested parties on or before January 1, 2004. As a condition of receiving funding from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24, school districts that implement programs pursuant to this article shall provide data, as requested by the Superintendent, to provide baseline information for the evaluation.

(b) This section shall become operative on July 1, 2006.

SEC. 23. Section 44730 is added to the Education Code, to read:

44730. A school district that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for

1 purposes of this chapter shall certify all of the following to the  
2 department:

3 (a) Each school maintaining any of grades 4 to 8, inclusive,  
4 that uses professional development block grant funds for  
5 purposes of this chapter has access, for instructional purposes, to  
6 the Internet in its classrooms and has a sufficient number of  
7 up-to-date computers or other devices that provide Internet  
8 access in its classrooms for instructional use.

9 (b) The professional development block grant funds used for  
10 this chapter shall be expended by the eligible schools for the  
11 purpose of providing in-service training to their schoolsite  
12 administrators, appropriate instructional classified employees,  
13 and certificated employees who provide direct instructional  
14 services to pupils in grades 4 to 8, inclusive, in the use of  
15 education technology to support the daily instruction of pupils  
16 and the recordkeeping necessary to support that instruction.

17 (c) The professional development block grant funds used for  
18 this chapter shall be expended for in-service training programs in  
19 education technology that meet or exceed the proficiency  
20 standards developed by the Commission on Teacher  
21 Credentialing pursuant to Section 44259.

22 (d) Each school has developed an action plan that provides for  
23 a program of in-service training in education technology for its  
24 schoolsite administrators, appropriate instructional classified  
25 employees, and all certificated employees who provide direct  
26 instructional services to pupils in grades 4 to 8, inclusive. In the  
27 action plan, the school shall, to the extent feasible and  
28 appropriate, integrate training in educational technology with all  
29 of the following:

30 (1) Staff development days.

31 (2) Staff development funds available from all state and  
32 federal funding sources.

33 (3) Involvement of the parents and guardians of pupils  
34 enrolled in the school district.

35 (e) In-service training provided pursuant to this chapter shall  
36 be coordinated and integrated with any other in-service training.

37 (f) This section shall become operative on July 1, 2006.

38 SEC. 24. Section 44730 of the Education Code is repealed.

39 SEC. 25. Section 44731 of the Education Code is amended  
40 and renumbered to read:

1 44730. A school district shall certify all of the following to  
2 the department as a condition of each applicant school in the  
3 district being eligible to receive funding pursuant to this chapter:

4 (a) Each school maintaining any of grades 4 to 8, inclusive,  
5 that is applying for funding under this chapter has access, for  
6 instructional purposes, to the Internet in its classrooms and has a  
7 sufficient number of up-to-date computers or other devices that  
8 provide Internet access in its classrooms for instructional use.

9 (b) The funds received pursuant to this chapter shall be  
10 expended by the eligible schools for the purpose of providing  
11 in-service training to their schoolsite administrators, appropriate  
12 instructional classified employees, and certificated employees  
13 who provide direct instructional services to pupils in grades 4 to  
14 8, inclusive, in the use of education technology to support the  
15 daily instruction of pupils and the recordkeeping necessary to  
16 support that instruction.

17 (c) The funds received pursuant to this chapter shall be  
18 expended for in-service training programs in education  
19 technology that meet or exceed the proficiency standards  
20 developed by the Commission on Teacher Credentialing pursuant  
21 to Section 44259.

22 (d) Each applicant school has developed an action plan that  
23 provides for a program of in-service training in education  
24 technology for its schoolsite administrators, appropriate  
25 instructional classified employees, and all certificated employees  
26 who provide direct instructional services to pupils in grades 4 to  
27 8, inclusive. In the action plan, the applicant school shall, to the  
28 extent feasible and appropriate, integrate training in educational  
29 technology with all of the following:

30 (1) Staff development days authorized pursuant to Section  
31 44670.6 or 52854.

32 (2) Staff development funds available from all state and  
33 federal funding sources.

34 (3) Involvement of the parents and guardians of pupils  
35 enrolled in the school district.

36 (e) In-service training provided pursuant to this chapter shall  
37 be coordinated and integrated with any other in-service training.

38 (f) This section shall become inoperative on July 1, 2006, and,  
39 as of January 1, 2007, is repealed, unless a later enacted statute,  
40 that becomes operative on or before January 1, 2007, deletes or

1 extends the dates on which it becomes inoperative and is  
2 repealed.

3 SEC. 26. Section 52272 of the Education Code is amended to  
4 read:

5 52272. (a) The Education Technology Professional  
6 Development Program is hereby established to provide teacher  
7 training on the use of technology in the classroom. The  
8 professional development training shall provide teachers with  
9 knowledge and skills on how best to integrate the use of  
10 technology into the classroom and curriculum.

11 (b) The California State University shall administer the  
12 professional development training component of the program and  
13 shall collaborate with the California Technology Assistance  
14 Project, county offices of education, and other appropriate public  
15 and private organizations in developing and providing this  
16 training.

17 (c) The Secretary for Education, in collaboration with the  
18 Chancellor of the California State University, shall select a  
19 contractor to conduct an independent evaluation of the  
20 effectiveness of the Education Technology Professional  
21 Development Program. Upon completion, the report shall be  
22 submitted to the Governor and the Legislature by January 1,  
23 2002.

24 (d) Funding for the purposes of this section is contingent on an  
25 appropriation made for those purposes in the annual Budget Act.

26 (e) This section shall become inoperative on July 1, 2006, and,  
27 as of January 1, 2007, is repealed, unless a later enacted statute,  
28 that becomes operative on or before January 1, 2007, deletes or  
29 extends the dates on which it becomes inoperative and is  
30 repealed.

31 SEC. 27. Section 52272 is added to the Education Code, to  
32 read:

33 52272. (a) The Education Technology Professional  
34 Development Program is hereby established to provide teacher  
35 training on the use of technology in the classroom. The  
36 professional development training shall provide teachers with  
37 knowledge and skills on how best to integrate the use of  
38 technology into the classroom and curriculum.

39 (b) A school district or charter school may administer or  
40 contract for the professional development training component of

1 the program and shall collaborate with the California Technology  
2 Assistance Project, county offices of education, and other  
3 appropriate public and private organizations in developing and  
4 providing this training.

5 (c) The Secretary for Education shall select a contractor to  
6 conduct an independent evaluation of the effectiveness of the  
7 Education Technology Professional Development Program.  
8 Upon completion, the report shall be submitted to the Governor  
9 and the Legislature by January 1, 2002.

10 (d) Funding for the purposes of this section may be provided  
11 from the professional development block grant made available  
12 pursuant to Article 5 (commencing with Section 41530) of  
13 Chapter 3.2 of Part 24.

14 (e) This section shall become operative on July 1, 2006.

15 SEC. 28. Section 99220 of the Education Code is amended to  
16 read:

17 99220. The Regents of the University of California are  
18 requested to jointly develop with the Trustees of California State  
19 University and the independent colleges and universities, the  
20 California Reading Professional Development Institutes, to be  
21 administered by the university, in partnership with the California  
22 State University and with private, independent universities in  
23 California, in accordance with all of the following criteria:

24 (a) (1) In June 1999, the University of California and its  
25 institutes' partners shall commence instruction for 6,000  
26 participants who either provide direct instruction in reading to  
27 pupils in kindergarten or in grade 1, 2, or 3, or who supervise  
28 beginning teachers of reading. Commencing in July 2000, the  
29 institutes shall provide instruction for an additional 14,000  
30 participants who either provide direct instruction in reading to  
31 pupils, including special education pupils, in prekindergarten,  
32 kindergarten or in grade 1, 2, or 3, or supervise beginning  
33 teachers of reading. Of the 14,000 new positions, at least 2,000  
34 shall be reserved for prekindergarten teachers who teach in state  
35 preschool programs located in the attendance area of  
36 high-priority schools in order to link prekindergarten literacy  
37 development and reading readiness to the state's reading goals  
38 for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If  
39 there are not enough applicants to fill the 2,000 positions, the

1 remaining positions may be filled by teachers of pupils enrolled  
2 in kindergarten or any of grades 1 to 3, inclusive.

3 (2) Ongoing support for second-year participants shall include  
4 a second-year institute focusing on the use of instructional  
5 materials, leveraging of school district resources, and the  
6 development of teacher leadership within the school district to  
7 improve pupil achievement in reading.

8 (b) (1) The institutes shall provide instruction for school  
9 teams from each participating school. These school teams may  
10 include both beginning and experienced teachers and the  
11 schoolsite administrator, with the majority of the team composed  
12 of beginning teachers.

13 (2) Criteria and priority for selection of participating school  
14 teams shall include, but not necessarily be limited to, all of the  
15 following:

16 (A) Schools whose pupils' reading scores are at or below the  
17 40th percentile on the reading portion of the achievement test  
18 authorized by Section 60640.

19 (B) Schools with a high number of beginning and  
20 noncredentialed teachers.

21 (C) Schools with high poverty levels, as determined by the  
22 percentage of pupils eligible for free or reduced price meals.

23 (D) Schools with a full complement of team members as  
24 outlined above.

25 (E) School teams committed to participate in the Elementary  
26 School Intensive Reading Program established pursuant to  
27 Article 1 (commencing with Section 53025) of Chapter 16 of  
28 Part 28 for a minimum of three years.

29 (F) Schools that have adopted standards-based materials  
30 approved by the State Board of Education.

31 (3) In any fiscal year, if funding is inadequate to accommodate  
32 the participation of all eligible school teams, first priority shall be  
33 given to schools meeting the criteria set forth in subparagraph  
34 (B) of paragraph (2).

35 (c) (1) The institutes shall provide instruction in the teaching  
36 of reading in a manner consistent with the standard for a  
37 comprehensive reading instruction program that is  
38 research-based, as described in subparagraphs (A) and (B) of  
39 paragraph (4) of subdivision (b) of Section 44259, and shall  
40 include all of the following components:



1 (A) The study of organized, systematic, explicit skills  
2 including phonemic awareness, direct, systematic explicit  
3 phonics, and decoding skills.

4 (B) A strong literature, language and comprehension  
5 component with a balance of oral and written language.

6 (C) Ongoing diagnostic techniques that inform teaching and  
7 assessment.

8 (D) Early intervention techniques.

9 (2) Instruction provided pursuant to this section shall be  
10 consistent with state-adopted academic content standards and  
11 with the curriculum framework on reading/language arts adopted  
12 by the State Board of Education.

13 (3) Instruction provided pursuant to this section shall acquaint  
14 teachers with the value in the diagnostic nature of standardized  
15 tests.

16 (d) (1) Each participant who satisfactorily completes an  
17 institute authorized by this section shall receive a stipend,  
18 commensurate with the duration of the institute, of not less than  
19 one thousand dollars (\$1,000) nor more than two thousand  
20 dollars (\$2,000), as determined by the University of California.

21 (2) A participant in an institute authorized by this section who  
22 satisfactorily completes additional institute activities or  
23 leadership and mentoring responsibilities in his or her school in  
24 subsequent years in accordance with institute guidelines shall  
25 receive a stipend, commensurate with the participant's  
26 responsibilities, of not less than five hundred dollars (\$500) and  
27 not more than two thousand dollars (\$2,000), as determined by  
28 the University of California. It is the intent of the Legislature that  
29 stipends paid to participants under this paragraph average  
30 approximately one thousand dollars (\$1,000) per stipend  
31 recipient per year.

32 (e) In order to provide maximum access, the institutes shall be  
33 offered through multiple university and college campuses that are  
34 widely distributed throughout the state or in a regionally  
35 accredited program offered through instructor-led, interactive  
36 online courses. In order to maximize access to teachers and  
37 administrators who may be precluded from participating in an  
38 onsite institute due to geographical, physical, or time constraints,  
39 each institute shall be required to accommodate at least 5 percent  
40 of the participants through state-approved instructor-led,

1 interactive online courses. Instruction at the institutes shall  
2 consist of an intensive, sustained training period of no less than  
3 40 hours nor more than 120 hours during the summer or during  
4 an intersession break or an equivalent instructor-led, online  
5 course, and shall be supplemented, during the following school  
6 year, with no fewer than 80 additional hours nor more than 120  
7 additional hours of instruction and schoolsite meetings, held on  
8 at least a monthly basis, to focus on the academic progress of that  
9 school's pupils in reading.

10 (f) It is the intent of the Legislature that a local educational  
11 agency or postsecondary institution that offers an accredited  
12 program of professional preparation consider providing partial  
13 and proportional credit toward satisfaction of reading course  
14 requirements to an enrolled candidate who satisfactorily  
15 completes a California Reading Professional Development  
16 Institute program if the institute has been certified by the  
17 Commission on Teacher Credentialing as meeting reading  
18 preparation standards.

19 (g) This section does not prohibit a participant from attending  
20 an institute authorized by this section in more than one academic  
21 year.

22 (h) "Beginning teachers," for purposes of this article, are  
23 teachers with three or fewer years of teaching experience.

24 (i) This section shall become inoperative on July 1, 2006, and,  
25 as of January 1, 2007, is repealed, unless a later enacted statute,  
26 that becomes operative on or before January 1, 2007, deletes or  
27 extends the dates on which it becomes inoperative and is  
28 repealed.

29 SEC. 29. Section 99220 is added to the Education Code, to  
30 read:

31 99220. The Regents of the University of California are  
32 requested to jointly develop with the Trustees of the California  
33 State University and the independent colleges and universities,  
34 the California Reading Professional Development Institutes, to  
35 be administered by the university, in partnership with the  
36 California State University and with private, independent  
37 universities in California, in accordance with all of the following  
38 criteria:

39 (a) (1) In June 1999, the University of California and its  
40 institutes' partners shall commence instruction for 6,000

participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading. Commencing in July 2000, the institutes shall provide instruction for an additional 14,000 participants who either provide direct instruction in reading to pupils, including special education pupils, in prekindergarten, kindergarten or in grade 1, 2, or 3, or supervise beginning teachers of reading. Of the 14,000 new positions, at least 2,000 shall be reserved for prekindergarten teachers who teach in state preschool programs located in the attendance area of high-priority schools in order to link prekindergarten literacy development and reading readiness to the state's reading goals for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If there are not enough applicants to fill the 2,000 positions, the remaining positions may be filled by teachers of pupils enrolled in kindergarten or any of grades 1 to 3, inclusive.

(2) Ongoing support for second-year participants shall include a second-year institute focusing on the use of instructional materials, leveraging of school district resources, and the development of teacher leadership within the school district to improve pupil achievement in reading.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator, with the majority of the team composed of beginning teachers. In any fiscal year, if funding is inadequate to accommodate the participation of all school teams, first priority shall be given to schools with a high number of beginning and noncredentialed teachers.

(c) (1) The institutes shall provide instruction in the teaching of reading in a manner consistent with the standard for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

1 (C) Ongoing diagnostic techniques that inform teaching and  
2 assessment.

3 (D) Early intervention techniques.

4 (2) Instruction provided pursuant to this section shall be  
5 consistent with state-adopted academic content standards and  
6 with the curriculum framework on reading/language arts adopted  
7 by the State Board of Education.

8 (3) Instruction provided pursuant to this section shall acquaint  
9 teachers with the value in the diagnostic nature of standardized  
10 tests.

11 (d) (1) Each participant who satisfactorily completes an  
12 institute authorized by this section shall receive a stipend,  
13 commensurate with the duration of the institute, of not less than  
14 one thousand dollars (\$1,000) nor more than two thousand  
15 dollars (\$2,000).

16 (2) A participant in an institute authorized by this section who  
17 satisfactorily completes additional institute activities or  
18 leadership and mentoring responsibilities in his or her school in  
19 subsequent years in accordance with institute guidelines shall  
20 receive a stipend, commensurate with the participant's  
21 responsibilities, of not less than five hundred dollars (\$500) and  
22 not more than two thousand dollars (\$2,000). It is the intent of  
23 the Legislature that stipends paid to participants under this  
24 paragraph average approximately one thousand dollars (\$1,000)  
25 per stipend recipient per year.

26 (e) In order to provide maximum access, the institutes shall be  
27 offered through multiple university and college campuses that are  
28 widely distributed throughout the state or in a regionally  
29 accredited program offered through instructor-led, interactive  
30 online courses. In order to maximize access to teachers and  
31 administrators who may be precluded from participating in an  
32 onsite institute due to geographical, physical, or time constraints,  
33 each institute shall be required to accommodate at least 5 percent  
34 of the participants through state-approved instructor-led,  
35 interactive online courses. Instruction at the institutes shall  
36 consist of an intensive, sustained training period of no less than  
37 40 hours nor more than 120 hours during the summer or during  
38 an intersession break or an equivalent instructor-led, online  
39 course, and shall be supplemented, during the following school  
40 year, with no fewer than 80 additional hours nor more than 120

1 additional hours of instruction and schoolsite meetings, held on  
2 at least a monthly basis, to focus on the academic progress of that  
3 school's pupils in reading.

4 (f) It is the intent of the Legislature that a local educational  
5 agency or postsecondary institution that offers an accredited  
6 program of professional preparation consider providing partial  
7 and proportional credit toward satisfaction of reading course  
8 requirements to an enrolled candidate who satisfactorily  
9 completes a California Reading Professional Development  
10 Institute program if the institute has been certified by the  
11 Commission on Teacher Credentialing as meeting reading  
12 preparation standards.

13 (g) This section does not prohibit a participant from attending  
14 an institute authorized by this section in more than one academic  
15 year.

16 (h) "Beginning teachers," for purposes of this article, are  
17 teachers with three or fewer years of teaching experience.

18 (i) This section shall become operative on July 1, 2006.

19 SEC. 30. Section 99221 of the Education Code is amended to  
20 read:

21 99221. The Regents of the University of California are  
22 requested to develop jointly with the Trustees of the California  
23 State University and the independent colleges and universities,  
24 the High School English Professional Development Institutes, to  
25 be administered by the university, in partnership with the  
26 California State University and with private, independent  
27 universities in California, in accordance with all of the following  
28 criteria:

29 (a) In July 2000, the University of California and its institutes'  
30 partners shall commence instruction for 12,000 participants who  
31 either provide direct instruction in reading and writing to  
32 California public high school pupils in grades 9 to 12, inclusive,  
33 or supervise beginning teachers of high school reading and  
34 writing.

35 (b) (1) The institutes shall provide instruction for school  
36 teams from each participating school. These school teams may  
37 include both beginning and experienced teachers and the  
38 schoolsite administrator.

39 (2) Criteria and priority for selection of participating school  
40 teams shall include, but are not limited to, all of the following:

1 (A) Schools whose pupils' scores on the English language arts  
2 portion of the achievement test authorized by Section 60640 are  
3 at or below the 40th percentile.

4 (B) Teams composed of a large percentage of the members of  
5 their schools' English departments, which may include the chair  
6 of that department.

7 (C) Schools with high poverty levels, as determined by the  
8 percentage of pupils eligible for free or reduced price meals.

9 (D) Teams of teachers from various departments within a  
10 school.

11 (E) Schools with a high number of beginning and  
12 noncredentialed teachers.

13 (F) Schools that have adopted standards-based materials  
14 approved by the State Board of Education.

15 (3) In any fiscal year, if funding is inadequate to accommodate  
16 the participation of all eligible school teams, first priority shall be  
17 given to schools meeting the criteria set forth in subparagraph (E)  
18 of paragraph (2).

19 (c) (1) The institutes shall provide instruction in the teaching  
20 of reading and writing in a manner consistent with the standard  
21 for a comprehensive reading and writing instruction program that  
22 is research-based, as described in subparagraphs (A) and (B) of  
23 paragraph (4) of subdivision (b) of Section 44259.

24 (2) Instruction provided pursuant to this section shall be  
25 consistent with state-adopted academic content standards and  
26 with the curriculum frameworks on reading/language arts for  
27 kindergarten and grades 1 to 12, inclusive, that are adopted by  
28 the State Board of Education.

29 (3) Instruction provided pursuant to this section shall acquaint  
30 teachers with the value in the diagnostic nature of standardized  
31 tests.

32 (d) In order to provide maximum access, the institutes shall be  
33 offered through multiple university and college campuses that are  
34 widely distributed throughout the state or in a regionally  
35 accredited program offered through instructor-led, interactive  
36 online courses. In order to maximize access to teachers and  
37 administrators who may be precluded from participating in an  
38 onsite institute due to geographical, physical, or time constraints,  
39 each institute shall be required to accommodate at least 5 percent  
40 of the participants through state-approved instructor-led,

1 interactive online courses. Instruction at the institutes shall  
2 consist of an intensive, sustained training period of no less than  
3 40 hours nor more than 120 hours during the summer or during  
4 an intersession break or an equivalent instructor-led, online  
5 course and shall be supplemented, during the following school  
6 year, with no fewer than 80 additional hours nor more than 120  
7 additional hours of instruction and schoolsite meetings, held on  
8 at least a monthly basis, to focus on the academic progress of that  
9 school's pupils in English language arts.

10 (e) It is the intent of the Legislature that a local educational  
11 agency or postsecondary institution that offers an accredited  
12 program of professional preparation consider providing partial  
13 and proportional credit toward satisfaction of English language  
14 arts requirements to an enrolled candidate who satisfactorily  
15 completes a High School English Professional Development  
16 Institute if the institute has been certified by the Commission on  
17 Teacher Credentialing as meeting English language arts  
18 standards.

19 (f) This section shall become inoperative on July 1, 2006, and,  
20 as of January 1, 2007, is repealed, unless a later enacted statute,  
21 that becomes operative on or before January 1, 2007, deletes or  
22 extends the dates on which it becomes inoperative and is  
23 repealed.

24 SEC. 31. Section 99221 is added to the Education Code, to  
25 read:

26 99221. The Regents of the University of California are  
27 requested to develop jointly with the Trustees of the California  
28 State University and the independent colleges and universities,  
29 the High School English Professional Development Institutes, to  
30 be administered by the university, in partnership with the  
31 California State University and with private, independent  
32 universities in California, in accordance with all of the following  
33 criteria:

34 (a) In July 2000, the University of California and its institutes'  
35 partners shall commence instruction for 12,000 participants who  
36 either provide direct instruction in reading and writing to  
37 California public high school pupils in grades 9 to 12, inclusive,  
38 or supervise beginning teachers of high school reading and  
39 writing.

1 (b) The institutes shall provide instruction for school teams  
2 from each participating school. These school teams may include  
3 both beginning and experienced teachers and the schoolsite  
4 administrator.

5 (c) (1) The institutes shall provide instruction in the teaching  
6 of reading and writing in a manner consistent with the standard  
7 for a comprehensive reading and writing instruction program that  
8 is research-based, as described in subparagraphs (A) and (B) of  
9 paragraph (4) of subdivision (b) of Section 44259.

10 (2) Instruction provided pursuant to this section shall be  
11 consistent with state-adopted academic content standards and  
12 with the curriculum frameworks on reading/language arts for  
13 kindergarten and grades 1 to 12, inclusive, that are adopted by  
14 the State Board of Education.

15 (3) Instruction provided pursuant to this section shall acquaint  
16 teachers with the value in the diagnostic nature of standardized  
17 tests.

18 (d) In order to provide maximum access, the institutes shall be  
19 offered through multiple university and college campuses that are  
20 widely distributed throughout the state or in a regionally  
21 accredited program offered through instructor-led, interactive  
22 online courses. In order to maximize access to teachers and  
23 administrators who may be precluded from participating in an  
24 onsite institute due to geographical, physical, or time constraints,  
25 each institute shall be required to accommodate at least 5 percent  
26 of the participants through state-approved instructor-led,  
27 interactive online courses. Instruction at the institutes shall  
28 consist of an intensive, sustained training period of no less than  
29 40 hours nor more than 120 hours during the summer or during  
30 an intersession break or an equivalent instructor-led, online  
31 course and shall be supplemented, during the following school  
32 year, with no fewer than 80 additional hours nor more than 120  
33 additional hours of instruction and schoolsite meetings, held on  
34 at least a monthly basis, to focus on the academic progress of that  
35 school's pupils in English language arts.

36 (e) It is the intent of the Legislature that a local educational  
37 agency or postsecondary institution that offers an accredited  
38 program of professional preparation consider providing partial  
39 and proportional credit toward satisfaction of English language  
40 arts requirements to an enrolled candidate who satisfactorily



1 completes a High School English Professional Development  
2 Institute if the institute has been certified by the Commission on  
3 Teacher Credentialing as meeting English language arts  
4 standards.

5 (f) This section shall become operative on July 1, 2006.

6 SEC. 32. Section 99222 of the Education Code is amended to  
7 read:

8 99222. The Regents of the University of California are  
9 requested to develop jointly with the Trustees of the California  
10 State University and the independent colleges and universities,  
11 the High School Mathematics Professional Development  
12 Institutes, to be administered by the university, in partnership  
13 with the California State University and with private,  
14 independent universities in California, in accordance with all of  
15 the following criteria:

16 (a) In July 2000, the University of California and its institutes'  
17 partners shall commence instruction for 5,500 participants who  
18 either provide direct instruction in mathematics to California  
19 public high school pupils in grades 9 to 12, inclusive, or  
20 supervise beginning teachers of high school mathematics.

21 (b) (1) The institutes shall provide instruction for school  
22 teams from each participating school. The school teams may  
23 include both beginning and experienced teachers and the  
24 schoolsite administrator.

25 (2) Criteria and priority for selection of participating school  
26 teams shall include, but not necessarily be limited to, all of the  
27 following:

28 (A) Schools whose pupils' scores on the mathematics portion  
29 of the achievement test authorized by Section 60640 are at or  
30 below the 40th percentile.

31 (B) Teams composed of a large percentage of members of  
32 their schools' mathematics departments, which may include the  
33 chair of that department.

34 (C) Schools with high poverty levels, as determined by the  
35 percentage of pupils eligible for free or reduced price meals.

36 (D) Schools with a high number of beginning and  
37 noncredentialed teachers.

38 (E) Schools that have adopted standards-based materials  
39 approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online

1 course and shall be supplemented, during the following school  
2 year, with no fewer than 80 additional hours nor more than 120  
3 additional hours of instruction and schoolsite meetings, held on  
4 at least a monthly basis, to focus on the academic progress of that  
5 school's pupils in mathematics.

6 (e) It is the intent of the Legislature that a local educational  
7 agency or postsecondary institution that offers an accredited  
8 program of professional preparation consider providing partial  
9 and proportional credit toward satisfaction of mathematics course  
10 requirements to an enrolled candidate who satisfactorily  
11 completes a High School Mathematics Professional Development  
12 Institute if the institute has been certified by the Commission on  
13 Teacher Credentialing as meeting mathematics standards.

14 (f) This section shall become inoperative on July 1, 2006, and,  
15 as of January 1, 2007, is repealed, unless a later enacted statute,  
16 that becomes operative on or before January 1, 2007, deletes or  
17 extends the dates on which it becomes inoperative and is  
18 repealed.

19 SEC. 33. Section 99222 is added to the Education Code, to  
20 read:

21 99222. The Regents of the University of California are  
22 requested to develop jointly with the Trustees of the California  
23 State University and the independent colleges and universities,  
24 the High School Mathematics Professional Development  
25 Institutes, to be administered by the university, in partnership  
26 with the California State University and with private,  
27 independent universities in California, in accordance with all of  
28 the following criteria:

29 (a) In July 2000, the University of California and its institutes'  
30 partners shall commence instruction for 5,500 participants who  
31 either provide direct instruction in mathematics to California  
32 public high school pupils in grades 9 to 12, inclusive, or  
33 supervise beginning teachers of high school mathematics.

34 (b) The institutes shall provide instruction for school teams  
35 from each participating school. The school teams may include  
36 both beginning and experienced teachers and the schoolsite  
37 administrator.

38 (c) (1) The institutes shall provide instruction in the teaching  
39 of mathematics in a manner consistent with the standard for a

1 comprehensive mathematics instruction program that is  
2 research-based and shall include all of the following components:

3 (A) Instruction in topics commonly found in high school  
4 mathematics courses, including, but not limited to, geometry,  
5 algebra II, trigonometry, and calculus, that will enhance the  
6 ability of teachers to prepare pupils for the achievement test  
7 authorized pursuant to Section 60640 and the high school exit  
8 examination authorized pursuant to Section 60850 and to prepare  
9 pupils for advanced placement and college coursework.

10 (B) Ongoing diagnostic techniques that inform teaching and  
11 assessment.

12 (C) Early intervention techniques for pupils experiencing  
13 difficulty in mathematics.

14 (2) Instruction provided pursuant to this section shall be  
15 consistent with state-adopted academic content standards and  
16 with the curriculum frameworks on mathematics for kindergarten  
17 and grades 1 to 12, inclusive, that are adopted by the State Board  
18 of Education.

19 (3) Instruction provided pursuant to this section shall acquaint  
20 teachers with the value in the diagnostic nature of standardized  
21 tests.

22 (d) In order to provide maximum access, the institutes shall be  
23 offered through multiple university and college campuses that are  
24 widely distributed throughout the state or in a regionally  
25 accredited program offered through instructor-led, interactive  
26 online courses. In order to maximize access to teachers and  
27 administrators who may be precluded from participating in an  
28 onsite institute due to geographical, physical, or time constraints,  
29 each institute shall be required to accommodate at least 5 percent  
30 of the participants through state-approved instructor-led,  
31 interactive online courses. Instruction at the institutes shall  
32 consist of an intensive, sustained training period of no less than  
33 40 hours nor more than 120 hours during the summer or during  
34 an intersession break or an equivalent instructor-led, online  
35 course and shall be supplemented, during the following school  
36 year, with no fewer than 80 additional hours nor more than 120  
37 additional hours of instruction and schoolsite meetings, held on  
38 at least a monthly basis, to focus on the academic progress of that  
39 school's pupils in mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a High School Mathematics Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become operative on July 1, 2006.

SEC. 34. Section 99223 of the Education Code is amended to read:

99223. The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the Algebra Academies Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 1,000 participants who either provide direct instruction in prealgebra and algebra to pupils in grades 7 and 8, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but are not necessarily limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

1 (D) Schools with a high number of beginning and  
2 noncredentialed teachers.

3 (E) Schools that have adopted standards-based materials  
4 approved by the State Board of Education.

5 (3) In any fiscal year, if funding is inadequate to accommodate  
6 the participation of all eligible school teams, first priority shall be  
7 given to schools that meet the criteria described in subparagraph  
8 (D) of paragraph (2).

9 (c) (1) The institutes shall provide instruction in the teaching  
10 of prealgebra and algebra in a manner consistent with the  
11 standard for a comprehensive mathematics instruction program  
12 that is research-based and shall include all of the following  
13 components:

14 (A) Instruction in prealgebra and algebra that will enhance the  
15 ability of teachers to prepare pupils for the achievement test  
16 authorized pursuant to Section 60640 and the high school exit  
17 examination authorized pursuant to Section 60850.

18 (B) Ongoing diagnostic techniques that inform teaching and  
19 assessment.

20 (C) Early intervention techniques for pupils experiencing  
21 difficulty in prealgebra and algebra.

22 (2) Instruction provided pursuant to this section shall be  
23 consistent with state-adopted academic content standards and  
24 with the curriculum frameworks on mathematics for kindergarten  
25 and grades 1 to 12, inclusive, that are adopted by the State Board  
26 of Education.

27 (3) Instruction provided pursuant to this section shall acquaint  
28 teachers with the value in the diagnostic nature of standardized  
29 tests.

30 (d) Each participant who satisfactorily completes an institute  
31 authorized by this section shall receive a stipend, commensurate  
32 with the duration of the institute, of not less than one thousand  
33 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
34 determined by the University of California.

35 (e) In order to provide maximum access, the institutes shall be  
36 offered on multiple university and college campuses that are  
37 widely distributed throughout the state. Instruction at the  
38 institutes shall consist of an intensive, sustained training period  
39 of no less than 40 hours during the summer or during an  
40 intersession break, and shall be supplemented, during the

1 following school year, with no fewer than the equivalent of five  
2 additional days of instruction and schoolsite meetings, held on at  
3 least a monthly basis, to focus on the academic progress of that  
4 school's pupils in prealgebra and algebra.

5 (f) Teachers attending the institutes authorized by this section  
6 shall, as a condition of attendance and subsequent to that  
7 attendance, serve as instructors in the program authorized by  
8 Chapter 17 (commencing with Section 53080) of Part 28. These  
9 teachers shall continue to receive followup professional  
10 development during the same time period they are providing  
11 instruction. Followup professional development during this time  
12 period shall occur outside of instructional time.

13 (g) It is the intent of the Legislature that a local educational  
14 agency or postsecondary institution that offers an accredited  
15 program of professional preparation consider providing partial  
16 and proportional credit toward satisfaction of mathematics course  
17 requirements to an enrolled candidate who satisfactorily  
18 completes an Algebra Academies Professional Development  
19 Institute if the institute has been certified by the Commission on  
20 Teacher Credentialing as meeting mathematics standards.

21 (h) This section shall become inoperative on July 1, 2006, and,  
22 as of January 1, 2007, is repealed, unless a later enacted statute,  
23 that becomes operative on or before January 1, 2007, deletes or  
24 extends the dates on which it becomes inoperative and is  
25 repealed.

26 SEC. 35. Section 99223 is added to the Education Code, to  
27 read:

28 99223. The Regents of the University of California are  
29 requested to jointly develop with the Trustees of the California  
30 State University and the independent colleges and universities,  
31 the Algebra Academies Professional Development Institutes, to  
32 be administered by the university, in partnership with the  
33 California State University and with private, independent  
34 universities in California, in accordance with all of the following  
35 criteria:

36 (a) In July 2000, the University of California and its institutes'  
37 partners shall commence instruction for 1,000 participants who  
38 either provide direct instruction in prealgebra and algebra to  
39 pupils in grades 7 and 8, or supervise beginning teachers of  
40 algebra.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000).

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses that are widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.



(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing instruction. Followup professional development during this time period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(h) This section shall become operative on July 1, 2006.

SEC. 36. Section 99224 of the Education Code is amended to read:

99224. The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

1 (A) Schools whose pupils' scores on the mathematics portion  
2 of the achievement test authorized by Section 60640 are at or  
3 below the 40th percentile.

4 (B) Teams composed of a large percentage of members of  
5 their schools' mathematics departments, which may include the  
6 chair of that department.

7 (C) Schools with high poverty levels, as determined by the  
8 percentage of pupils eligible for free or reduced price meals.

9 (D) Schools with a high number of beginning and  
10 noncredentialed teachers.

11 (E) Schools that have adopted standards-based materials  
12 approved by the State Board of Education.

13 (3) In any fiscal year, if funding is inadequate to accommodate  
14 the participation of all eligible school teams, first priority shall be  
15 given to schools meeting the criteria set forth in subparagraph  
16 (D) of paragraph (2).

17 (c) (1) The institutes shall provide instruction in the teaching  
18 of prealgebra and algebra in a manner consistent with the  
19 standard for a comprehensive mathematics instruction program  
20 that is research-based, and shall include all of the following  
21 components:

22 (A) Instruction in prealgebra and algebra that will enhance the  
23 ability of teachers to prepare pupils for the achievement test  
24 authorized pursuant to Section 60640 and the high school exit  
25 examination authorized pursuant to Section 60850.

26 (B) Ongoing diagnostic techniques that inform teaching and  
27 assessment.

28 (C) Intervention techniques for pupils experiencing difficulty  
29 in prealgebra and algebra.

30 (2) Instruction provided pursuant to this section shall be  
31 consistent with state-adopted academic content standards and  
32 with the curriculum frameworks on mathematics for kindergarten  
33 and grades 1 to 12, inclusive, that are adopted by the State Board  
34 of Education.

35 (3) Instruction provided pursuant to this section shall acquaint  
36 teachers with the value in the diagnostic nature of standardized  
37 tests.

38 (d) In order to provide maximum access, the institutes shall be  
39 offered through multiple university and college campuses that are  
40 widely distributed throughout the state or in a regionally

1 accredited program offered through instructor-led, interactive  
2 online courses. In order to maximize access to teachers and  
3 administrators who may be precluded from participating in an  
4 onsite institute due to geographical, physical, or time constraints,  
5 each institute shall be required to accommodate at least 5 percent  
6 of the participants through state-approved instructor-led,  
7 interactive online courses. Instruction at the institutes shall  
8 consist of an intensive, sustained training period of no less than  
9 40 hours nor more than 120 hours during the summer or during  
10 an intersession break or an equivalent instructor-led, online  
11 course and shall be supplemented, during the following school  
12 year, with no fewer than 80 additional hours nor more than 120  
13 additional hours of instruction and schoolsite meetings, held on  
14 at least a monthly basis, to focus on the academic progress of that  
15 school's pupils in prealgebra and algebra.

16 (e) It is the intent of the Legislature that a local educational  
17 agency or postsecondary institution that offers an accredited  
18 program of professional preparation consider providing partial  
19 and proportional credit toward satisfaction of mathematics course  
20 requirements to an enrolled candidate who satisfactorily  
21 completes a High School Algebra Professional Development  
22 Institute if the institute has been certified by the Commission on  
23 Teacher Credentialing as meeting mathematics standards.

24 (f) This section shall become inoperative on July 1, 2006, and,  
25 as of January 1, 2007, is repealed, unless a later enacted statute,  
26 that becomes operative on or before January 1, 2007, deletes or  
27 extends the dates on which it becomes inoperative and is  
28 repealed.

29 SEC. 37. Section 99224 is added to the Education Code, to  
30 read:

31 99224. The Regents of the University of California are  
32 requested to develop jointly with the Trustees of the California  
33 State University and the independent colleges and universities,  
34 the Algebra Professional Development Institutes, to be  
35 administered by the university, in partnership with the California  
36 State University and with private, independent universities in  
37 California, in accordance with all of the following criteria:

38 (a) In July 2000, the University of California and its institutes'  
39 partners shall commence instruction for 5,000 participants who  
40 either provide direct instruction in algebra or the coursework in

1 the two years leading to algebra to pupils enrolled in a public  
2 school in grades 6 to 12, inclusive, or supervise beginning  
3 teachers of algebra.

4 (b) The institutes shall provide instruction for school teams  
5 from each participating school. These school teams may include  
6 both beginning and experienced teachers and the schoolsite  
7 administrator.

8 (c) (1) The institutes shall provide instruction in the teaching  
9 of prealgebra and algebra in a manner consistent with the  
10 standard for a comprehensive mathematics instruction program  
11 that is research-based, and shall include all of the following  
12 components:

13 (A) Instruction in prealgebra and algebra that will enhance the  
14 ability of teachers to prepare pupils for the achievement test  
15 authorized pursuant to Section 60640 and the high school exit  
16 examination authorized pursuant to Section 60850.

17 (B) Ongoing diagnostic techniques that inform teaching and  
18 assessment.

19 (C) Intervention techniques for pupils experiencing difficulty  
20 in prealgebra and algebra.

21 (2) Instruction provided pursuant to this section shall be  
22 consistent with state-adopted academic content standards and  
23 with the curriculum frameworks on mathematics for kindergarten  
24 and grades 1 to 12, inclusive, that are adopted by the State Board  
25 of Education.

26 (3) Instruction provided pursuant to this section shall acquaint  
27 teachers with the value in the diagnostic nature of standardized  
28 tests.

29 (d) In order to provide maximum access, the institutes shall be  
30 offered through multiple university and college campuses that are  
31 widely distributed throughout the state or in a regionally  
32 accredited program offered through instructor-led, interactive  
33 online courses. In order to maximize access to teachers and  
34 administrators who may be precluded from participating in an  
35 onsite institute due to geographical, physical, or time constraints,  
36 each institute shall be required to accommodate at least 5 percent  
37 of the participants through state-approved instructor-led,  
38 interactive online courses. Instruction at the institutes shall  
39 consist of an intensive, sustained training period of no less than  
40 40 hours nor more than 120 hours during the summer or during

1 an intersession break or an equivalent instructor-led, online  
2 course and shall be supplemented, during the following school  
3 year, with no fewer than 80 additional hours nor more than 120  
4 additional hours of instruction and schoolsite meetings, held on  
5 at least a monthly basis, to focus on the academic progress of that  
6 school's pupils in prealgebra and algebra.

7 (e) It is the intent of the Legislature that a local educational  
8 agency or postsecondary institution that offers an accredited  
9 program of professional preparation consider providing partial  
10 and proportional credit toward satisfaction of mathematics course  
11 requirements to an enrolled candidate who satisfactorily  
12 completes a High School Algebra Professional Development  
13 Institute if the institute has been certified by the Commission on  
14 Teacher Credentialing as meeting mathematics standards.

15 (f) This section shall become operative on July 1, 2006.

16 SEC. 38. Section 99225 of the Education Code is amended to  
17 read:

18 99225. The Regents of the University of California are  
19 requested to develop collaboratively with the Trustees of the  
20 California State University, the independent colleges and  
21 universities, and the county offices of education, the Elementary  
22 Mathematics Professional Development Institutes, to be  
23 administered by the university, in partnership with the California  
24 State University and with private, independent universities in  
25 California, in accordance with all of the following criteria:

26 (a) In July 2000, the University of California and its institutes'  
27 partners shall commence instruction for 5,000 participants who  
28 either provide direct instruction in elementary mathematics to  
29 pupils in grades 4 to 6, inclusive, or supervise beginning teachers  
30 of elementary mathematics.

31 (b) (1) The institutes shall provide instruction for school  
32 teams from each participating school. These school teams may  
33 include both beginning and experienced teachers and the  
34 schoolsite administrator.

35 (2) Criteria and priority for selection of participating school  
36 teams shall include, but not necessarily be limited to, all of the  
37 following:

38 (A) Schools whose pupils' scores on the mathematics portion  
39 of the achievement test authorized by Section 60640 are at or  
40 below the 40th percentile.

1 (B) Schools with high poverty levels, as determined by the  
2 percentage of pupils eligible for free or reduced price meals.

3 (C) Schools with a high number of beginning and  
4 noncredentialed teachers.

5 (D) Schools that have adopted standards-based materials  
6 approved by the State Board of Education.

7 (3) In any fiscal year, if funding is inadequate to accommodate  
8 the participation of all eligible school teams, first priority shall be  
9 given to schools meeting the criteria set forth in subparagraph  
10 (C) of paragraph (2).

11 (c) (1) The institutes shall provide instruction in the teaching  
12 of elementary mathematics in a manner consistent with the  
13 standard for a comprehensive mathematics instruction program  
14 that is research-based, and shall include all of the following  
15 components:

16 (A) Instruction in elementary mathematics that will enhance  
17 the ability of teachers to prepare pupils for the achievement test  
18 authorized pursuant to Section 60640 and the high school exit  
19 examination authorized pursuant to Section 60850.

20 (B) Instruction that will prepare teachers as mathematics  
21 specialists and to become teacher trainers at their schools,  
22 assuming more of the responsibility for mathematics instruction.

23 (C) Ongoing diagnostic techniques that inform teaching and  
24 assessment.

25 (D) Early and continuing intervention techniques for pupils  
26 experiencing difficulty in elementary mathematics.

27 (2) Instruction provided pursuant to this section shall be  
28 consistent with state-adopted academic content standards and  
29 with the curriculum frameworks on mathematics for kindergarten  
30 and grades 1 to 12, inclusive, that are adopted by the State Board  
31 of Education.

32 (3) Instruction provided pursuant to this section shall acquaint  
33 teachers with the value in the diagnostic nature of standardized  
34 tests.

35 (d) In order to provide maximum access, the institutes shall be  
36 offered through multiple university and college campuses that are  
37 widely distributed throughout the state or in a regionally  
38 accredited program offered through instructor-led, interactive  
39 online courses. In order to maximize access to teachers and  
40 administrators who may be precluded from participating in an

onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 40 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in elementary mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 39. Section 99225 is added to the Education Code, to read:

99225. The Regents of the University of California are requested to develop collaboratively with the Trustees of the California State University, the independent colleges and universities, and the county offices of education, the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in elementary mathematics to pupils in grades 4 to 6, inclusive, or supervise beginning teachers of elementary mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of elementary mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in elementary mathematics that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Instruction that will prepare teachers as mathematics specialists and to become teacher trainers at their schools, assuming more of the responsibility for mathematics instruction.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early and continuing intervention techniques for pupils experiencing difficulty in elementary mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during



1 an intersession break or an equivalent instructor-led, online  
2 course, and shall be supplemented, during the following school  
3 year, with no fewer than 40 additional hours nor more than 120  
4 additional hours of instruction and schoolsite meetings, held on  
5 at least a monthly basis, to focus on the academic progress of that  
6 school's pupils in elementary mathematics.

7 (e) It is the intent of the Legislature that a local educational  
8 agency or postsecondary institution that offers an accredited  
9 program of professional preparation consider providing partial  
10 and proportional credit toward satisfaction of mathematics course  
11 requirements to an enrolled candidate who satisfactorily  
12 completes an Algebra Professional Development Institute if the  
13 institute has been certified by the Commission on Teacher  
14 Credentialing as meeting mathematics standards.

15 (f) This section shall become operative on July 1, 2006.

16 SEC. 40. Section 99226 of the Education Code is amended to  
17 read:

18 99226. (a) This article shall apply to the University of  
19 California only during periods for which the Legislature has  
20 appropriated funds therefor in the annual Budget Act and the  
21 Regents of the University of California have accepted the funds.

22 (b) This article shall not apply to the University of California  
23 unless and until the Regents of the University of California act,  
24 by resolution, to make it applicable.

25 (c) The Regents of the University of California are requested  
26 to jointly develop with the Trustees of the California State  
27 University and the independent colleges and universities, the  
28 institutes described in this article, to be administered by the  
29 University of California, in partnership with the California State  
30 University and with private, independent universities in  
31 California.

32 (d) Each participant who satisfactorily completes an institute  
33 authorized by this article shall receive a stipend commensurate  
34 with the duration of the institute, of not less than one thousand  
35 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
36 determined by the University of California. However, in making  
37 this determination, the University of California may not exceed  
38 the amount provided in the Budget Act for stipends for each of  
39 the institutes authorized by this article and must serve at each

1 institute the number of participants specified pursuant to this  
2 section.

3 (e) Commencing July 2001, and each fiscal year thereafter, the  
4 number of participants receiving instruction through each of  
5 these institutes shall be designated in the annual Budget Act.

6 (f) These institutes shall be developed in accordance with all  
7 of the criteria specified in each section, as described therein.

8 (g) Notwithstanding any other provision of law, on a  
9 case-by-case basis, and subject to the concurrence of the State  
10 Board of Education that priorities for service to high-need  
11 schools are met, the University of California and the programs  
12 authorized pursuant to Sections 99220 through 99226, inclusive,  
13 may serve prekindergarten teachers, kindergarten teachers, and  
14 teachers of grades 1 to 12, inclusive, in participating school  
15 districts with programs in reading or mathematics when the  
16 average of the reading or mathematics portions of the  
17 achievement test authorized pursuant to Section 60640 is at or  
18 below the priority level for service in schools otherwise served  
19 by the California Professional Development Institutes.

20 (h) This section shall become inoperative on July 1, 2006, and,  
21 as of January 1, 2007, is repealed, unless a later enacted statute,  
22 that becomes operative on or before January 1, 2007, deletes or  
23 extends the dates on which it becomes inoperative and is  
24 repealed.

25 SEC. 41. Section 99226 is added to the Education Code, to  
26 read:

27 99226. (a) This article applies to the University of California  
28 only during periods for which the Legislature has appropriated  
29 funds therefor in the annual Budget Act for the professional  
30 development block grant established pursuant to Article 5  
31 (commencing with Section 41530) of Chapter 3.2 of Part 24.

32 (b) This article does not apply to the University of California  
33 unless and until the Regents of the University of California act,  
34 by resolution, to make it applicable.

35 (c) The Regents of the University of California are requested  
36 to jointly develop with the Trustees of the California State  
37 University and the independent colleges and universities, the  
38 institutes described in this article, to be administered by the  
39 University of California, in partnership with the California State

1 University and with private, independent universities in  
2 California.

3 (d) Each participant who satisfactorily completes an institute  
4 authorized by this article shall receive a stipend commensurate  
5 with the duration of the institute, of not less than one thousand  
6 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
7 determined by the University of California.

8 (e) These institutes shall be developed in accordance with all  
9 of the criteria specified in each section, as described therein.

10 (f) Notwithstanding any other provision of law, on a  
11 case-by-case basis, and subject to the concurrence of the State  
12 Board of Education that priorities for service to high-need  
13 schools are met, the University of California and the programs  
14 authorized pursuant to Sections 99220 through 99226, inclusive,  
15 may serve prekindergarten teachers, kindergarten teachers, and  
16 teachers of grades 1 to 12, inclusive, in participating school  
17 districts with programs in reading or mathematics when the  
18 average of the reading or mathematics portions of the  
19 achievement test authorized pursuant to Section 60640 is at or  
20 below the priority level for service in schools otherwise served  
21 by the California Professional Development Institutes.

22 (g) This section shall become operative on July 1, 2006.

23 SEC. 42. Section 99227 of the Education Code is repealed.

24 SEC. 43. Sections 19, 20, 24, and 42 of this act shall become  
25 operative on July 1, 2006.